The Effectiveness of the Blended Learning Model to Increase the Learning Motivation of Primary School Students

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Abstract

This study aimed to examine the effectiveness of blended learning on students' learning motivation at primary schools. The method used was descriptive research with a qualitative approach. The study was carried out by observing the blended learning process in the class without making changes to the observed class. The population in this study was all fourth graders, totaling 61 students. The research samples were all students of Class IVA, totaling 30 students. Blended learning was employed in this class. Questionnaires were distributed to the students who participated in blended learning to collect the research data. There were four indicators in the motivation questionnaire, namely persistence, tenacity in the face of difficulties, interest in learning, and confidence. The data from the questionnaires were then analyzed using a Likert scale. The results by the average indicator show that the student learning motivation is 94, which belongs to a very high category. The average value of each indicator is the persistence indicator scoring 97; the tenacity indicator in the face of difficulties is 90; the interest in learning indicator is 96; and the confidence indicator is 95. The results of the overall questionnaire analysis belong to the high category. Thus, it can be concluded that blended learning is effective in increasing the students' learning motivation at SDN 1 Lambheue, District of Aceh Besar. As blended learning provides opportunities for students to learn independently, the students can study anywhere and broaden their horizons by accessing the learning resources globally.

Keywords: *Blended Learning, Motivation, Primary School*

1. Introduction

Pandemic has hit Indonesia since the beginning of 2020. It has led to crises in nearly all aspects, especially in the aspect of education. Technologies are then employed to assist the teaching and learning activities, and online learning is used to replace the traditional learning to protect the public health. Moore et al. (in Sari, 2016) state that online learning is a learning activity that requires an internet network with connectivity, accessibility, flexibility, and the ability to bring up various types of learning interactions.

Blended learning is a type of learning that combine two methods, namely online and direct or face-to-face learning (Ramadhan, 2018). This learning type can create a different learning atmosphere and generate positive learning motivation. Fitri et al. (2016) researched the effectiveness of information services using the blended learning method to improve student learning outcomes. The results show that blended learning is effective in increasing students' learning motivation. Information services can provide students with knowledge on data and facts in education, work, and social development to hone skills for their future. Furthermore, according to Sjukur (2012), there is a difference in motivation between students who learn using blended learning and those who study conventionally. Those who study with blended learning find it easier to understand the lesson to increase their learning motivation.

Learning motivation is internal and external encouragement that will later change the behaviors (Hamzah, 2011). Motivated behaviors are reflected through a high level of enthusiasm in learning. Students' learning motivation was reported to be higher prior to the pandemic because they had face-to-face interaction beforehand in the classroom. Currently, they have to adapt to changes because there is no physical interaction in learning. Motivation plays an essential role in growing passion, enthusiasm, energy, readiness, and a strong determination in participating in learning (Sardiman, 2011).

Low level of learning motivation due to the absence of face-to-face interaction has become an issue for many students, including those at SD Negeri 1 Lambheu, Aceh Besar District. The interviews with teachers in the odd semester of the 2019/2020 academic year reveal that 70% of the fourth-grade students (30 students) achieved scores below the material completeness criteria (70). This is associated with remote learning which they have to undergo, resulting in a less effective learning process.

As blended learning is perceived as one of the most effective alternatives to deal with learning problems, the authors attempt to apply it to find out the student learning outcomes after the application. Thus, the research question that the authors aim to address is: "*How effective is blended learning on the motivation of fifth-grade at SD Negeri 1 Lambheu, Aceh Besar District?*"

2. Method

This research is descriptive research with a qualitative approach. Descriptive research is research that observes the blended learning process without making changes to the observed class. According to Sugiyono (2012), descriptive research is research conducted to determine the variable's value without comparing or connecting it with other variables.

This research was conducted at SDN 1 Lambheu, Aceh Besar Dist. The population of this research was all fourth-grade students, totaling 61 students, consisting of 31 students from Class IVa and 31 students from Class IVb. The samples used in this study were the students of Class Iva, totaling 30 students. Class IV was given Google Form-based blended learning as a learning medium with which some students learned using face-to-face method while some others learned virtually from home.

Questionnaires were used as data collection instruments. They were distributed to the students after they took part in blended learning. Validation of research instruments was also carried out by consulting the lecturers with expertise in the fields. The instruments were used after validation was finished.

The motivational questionnaire consisted of 16 questions to determine students' attitudes towards blended learning. The data were tabulated based on questionnaire indicators and on the students' answers. There were four indicators in the questionnaire, namely persistence, tenacity in the face of difficulties, interest in learning, and confidence.

The responses were divided into four categories. If the statement was positive, the assessments were SS (score 4), S (score 3), TS (score 2), and STS (score 1). If the statement was negative, the assessments were STS (score 4), TS (score 3), S (score 3), and SS (score 1). After the students filled in the questionnaire, the data was then processed using a Likert Scale. The Likert scale categories are as follows:

Table 1. Likert Scale Criteria

No	Category	Percentage
1	Very high	80-100%
2	High	61-80 %
3	Moderate	41-60%
4	Low	21-40%
5	Very low	0-20%

3. Results and Discussions

a. Results

Based on the results of data analysis, the students' answers are presented in Table 2:

Table 2. Questionnaire Analysis Data based on Learning Motivation Indicators

No.	Indicator	Question Number	F	Average	Category
1.	Persistence	1 - 5	30	97	Very high
2.	Tenacity in facing adversity	6 - 9	30	90	Very high
3.	Interest in learning	10 - 13	30	96	Very high
4	Confidence	14 - 16	30	95	Very high
Average		16	30	94	Very high

Source: Results of Data Analysis of Learning Motivation Questionnaire

Based on Table 2, the average learning motivation indicator of primary school students is very high (94). The average value in the overall persistence category is 97, which means that the students are active when blended learning is applied. This may be caused by the utilization of a display in blended learning that can attract students' attention and is equipped with materials and assignments following the learning objectives.

In the indicator of tenacity in facing difficulties, the average value is 90, which belongs to a very high category. This high result is influenced by the factor that the students can directly work on their assignments online without coming to school. Assignments can be saved and graded automatically. In addition, they can immediately find out the final score for their work.

The interest in learning indicator obtained an average of 96. This value is the second highest value after the persistence indicator. For the average confidence indicator, the score is 95, which is a very high category. Students are enthusiastic and motivated to participate in the blended learning process. They can also study anywhere using blended learning without having face-to-face interaction, but still under the supervision of teachers and parents. Furthermore, they are motivated to work on assignments independently and excel to receive the best grades. Blended learning makes it easy for students who cannot come to school because of sickness or other reasons. They can communicate with the teacher and repeat their learning.

The results of the questionnaire analysis on student learning motivation as a whole are presented in Table 3 with scores. They are tabulated in five categories, as follows:

Table 3. Analysis Results of All Motivation Questionnaires

No	Category	Number of Respondents	Percentage
1	Very high	20	67
2	High	6	20
3	Moderate	3	10
4	Low	1	4
5	Very low	0	0

Source: The results of the overall analysis of the motivation questionnaire

From Table 3, the results are overall in the high category. Twenty respondents have very high motivation; six others are in the high category; three are in the moderate category, while one is in a low category. The data can be illustrated in the pie chart below:

Figure 1. Percentage of Respondents Number

Based on the figure above, 67% is in the very high category, 20% is in the high category, 10% is in the medium category, and 3% is in the low category. Thus, the overall analysis of the motivation questionnaire based on the number of respondents is at 67%, which means that it is in the high category based on the Likert scale criteria.

b. Discussion

The data analysis shows that persistence has the highest average value of all, namely 97. The students' level of activeness become high when blended learning is used, presumably due to the presence of a display in blended learning that attract students' attention along with materials and assignments designed based on the learning objectives. According to Arifin and Abduh (2021), blended learning is a combination of face-to-face and online learning which includes media in the form of images or videos packaged. This makes blended learning applicable during the COVID-19 pandemic for reducing students' boredom of online learning.

According to Uno in Hidayah and Witri (2019), there are several indicators of achievement of learning motivation: 1) the desire and desire to learn, 2) the encouragement and need in learning, 3) the hopes and aspirations in the future, 4) the hopes in following the

lesson, 5) lead to exciting activities in learning, and 6) the existence of a conducive learning environment. All of these allow a learner to learn.

The second highest indicator is the learning indicator, with an average of 96, which shows that the students feel enthusiastic and motivated to participate in the blended learning process. They can study anywhere using blended learning without a face-to-face learning session; yet, it is still under the supervision of teachers and parents. In addition, students are motivated to do assignments independently and excel to get the best grades. Blended learning makes it easy for the students who cannot come to school because of sickness or other reasons. They can negotiate with the teacher and have a rescheduled learning session. This is in accordance with the statement of Suhartono (2017) that blended learning is beneficial and suitable for primary school students. It is an exciting learning approach because it allows learners to access the internet when necessary. It is also meaningful because it uses a variety of media and learning resources. Furthermore, it provides opportunities for the students to learn independently and broaden their scientific horizons because the available learning resources are global. In addition, the students and teachers can build a collaboration with other teachers and students from different schools.

Based on the questionnaire analysis, blended learning is effective to elicit high motivation among students in learning. Thus, blended learning is a good alternative to increase students' learning motivation and overcome the boredom of online learning during the pandemic.

In a research by Dian and Dodi (2020), it was found that the learning motivation generated by blended learning belonged to the excellent category. Not only were the students motivated to follow the learning process, they were also motivated to do their assignments. This is due to the convenience and effectiveness that blended learning provides. Aini et al. (2021) also found that Google Classroom-based blended learning can increase students' motivation in learning trigonometric equations, shown by because an increase in the post-treatment scores.

4. Conclusion

Blended learning – a hybrid of traditional and online learning – is effective in increasing the students' learning motivation at SDN 1 Lambheu, Aceh Besar District. This finding is similar with those of the previous research in literature. This effectiveness is due to the fact that blended learning allows students to learn flexibly and independently using learning resources available online. In other words, it enables students to study anywhere, access widely available information on the internet, and broaden their horizons.

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